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Full Day Play vs. Part Day Play

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Full Day vs. Part Day Play

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Abstract:

Early education is an essential part of development (Jalongo, Fennimore, Pattnaik, Laverick, Brewster, & Mutuku, 2004), however, there is much debate about what type of program will best meet the needs of young children. Programs have great variation with children attending as little as 12 hours a week to children attending 40 to 50 hours a week. A qualitative research design was used to analyze playful learning within a high quality early education center examining possible differences between a full day program and a part day program. The focus of this study was on the amount of time children spend playing at a center, and how long they are using materials as the curriculum used intends. Results suggest that young children can become fully engaged in their learning when presented with intentional activities and interesting materials, regardless of how many hours they spend in a classroom.

Keywords: full day program, part day program, playful learning

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All children should have access high quality education (Jalongo et al., 2004). Though many people agree that early education is essential for student growth in the elementary grades, there are many opinions about the best way to implement an early education program. There are currently full day programs with children spending 6 or more hours a day in the classroom. Some programs are considered half day programs and children spend much less time in the classroom; some as few as 2.5 hours a day. The variety of different programs and curricula provide barriers for researchers who have tried to determine whether children do better in full day or part day programs (Valenti & Tracey, 2009). When a curriculum is condensed to fit a shorter schedule in a classroom, we should wonder whether children have enough time to fully engage in their learning. Playing is an essential part of a young child's learning (Hirsh-Pasek, Golinkoff, Burke, and Singer, 2009) which is why it is so important to determine which program works best.

Definition of Terms

Young children have a variety of needs to be met within the classroom and play is a way to build skills in all areas of development (Wood, 2014). According to Hirsh-Pasek et al. (2009) play can be defined by having the following eight characteristics; play is done for pleasure, has no reward or goal that needs to be achieved, is unrehearsed, has active engagement, keeps a person's interest and attention, doesn't always make sense, is personal to the person involved and often involves make-believe. Playful learning promotes academic success through engaging and enjoyable activities (Hirsh-Pasek et al. 2009).

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Statement of Problem

There is too much pressure put on young children to begin to develop skills such as literacy or math before they are ready to do so developmentally. Hirsh-Pasek et al. (2009) determine that play is an important stepping stone for academic success. For example, playing with peers helps children to develop oral language skills that are necessary for learning to read. If children are not able to engage in these crucial peer interactions, they may not only struggle when it comes to the academic skills they will need, but social skills as well. This study will be exploring the possible differences in the play children engage in when they are in a full day program to those that are in a part day program. This study aims to show whether children, no matter how many hours a week they spend in a classroom, can become fully engaged in their play, make their learning meaningful and build relationships with their peers.

Early childhood education depends on play (Edwards, 2017), which is why it is important to discover whether they can engage fully in their playful learning when they are only at school for a few hours a week. Unlike previous studies, this study will examine the playful learning that children are experiencing in the moment, rather than analyzing academic successes once the child is in elementary school. Researchers have previously done comparisons of a full day or part day program without taking into consideration the differences in the curriculum and quality of the separate programs (Gullo, 2000). Another reason this study will be different is because of the focus on two programs, a part day program and a full day program, that use the same curriculum and materials and have the same expectations of the children. This study questions whether the length of time spent in a preschool classroom will affect the way children use the materials and the amount of time they use them for. This study used a qualitative research design to explore the

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amount of playful learning happening within different programs with the same curriculum, materials and expectations.

Full Day and Part Day Programs

Many studies have been conducted to compare the effects of full day and part day kindergarten and preschool programs that young children attend. Herry, Maltais & Thompson (2007) compared the development of children who attended a full day preschool program to children who attended a half day preschool program. The study evaluated the children's development across the following domains: social-emotional, physical, academic and linguistic. The results of this study suggested that full day programs do influence children's development. According to this study, the effects are substantial in the domains on linguistics and academic learning and children in the full day study showed more improvements.

Valenti and Tracey (2009) compared first grade reading achievements for children from a full-day program, half-day program and children who did not attend any preschool. The conclusion of their study showed that children who attended full-day preschool had better reading results in first grade, however, this study did not compare or evaluate the curricula used in the programs. Therefore, it is unknown whether it was the curriculum used or the time spent in the classroom that produced the better results (Valenti & Tracey, 2009). Gullo (2000), in a study comparing educational progress in primary grades, found that full day kindergarten programs are more effective than half day kindergarten programs socially and academically.

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Other studies have found results that differ from the ones listed above. Saam & Nowak (2005) examined test scores of children in third grade. The third graders involved in the study attended full day kindergarten or part day kindergarten. The results of this study suggest that there is no significant difference between the achievements of the two groups of children. Leow & Wen (2017) looked at full day and half day preschool programs by collecting extensive data on the children and their families, including measures of children's social skills, learning behavior, and test scores. The results of this study suggest that there is no significant difference between the outcomes of children who attended full day Head Start Program and the children who attended a half day Head Start Program (Leow & Wen, 2017). Though one would assume that more time in a classroom would produce better results for children (Gullo, 2000), if teachers use their time in the most effective way, there is not a significant difference for children academically and socially (Leow & Wen, 2017).

Many studies to suggest that full day programs are more beneficial to children, however, there are concerns about the validity of such findings. Zvoch, Reynolds, & Parker (2008) explain the importance of needing to take into consideration the implementation of the program, as well as other factors such as classroom environment, family life, and uncontrolled student factors. These factors are all important when considering if it is the length of the program that is producing the better outcomes or not. More time in the classroom does not mean that children will learn more information and the quality of the program needs to be considered as well (Leow & Wen, 2017).

Playful Learning

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There has been shift in preschool learning and, more and more often, early childhood educators are expected to begin implementing an academic curriculum, rather than a play-based curriculum. There has also been a change made to the way that early educators are asked to evaluate their students, with less focus being on social and emotional skills, and more focus going to pre-literacy and pre-math skills. For many people, play and learning are not the same thing (Klein, Wirth & Linas, 2003). Evidence shows that young children are better prepared for their futures when their learning is developmentally appropriate. There is value for young children in play and playful learning and it is essential that play be a part of preschool curricula. What needs to be understood is that play, especially for young children, is not a waste of time. (Hirsh-Pasek et al., 2009).

Play is essential for children and their development, and playful learning is a fundamental part of early childhood education (Edwards, 2017). Through play, children can develop social skills, fulfill emotional needs, build on their experiences and deepen their knowledge through exploration (Wood, 2014). What young children need to learn is an environment that supports them in all areas of development, and, just as Hirsh-Pasek et al. (2009) evidenced, play does this. Play allows children to expand their imagination, inventiveness and overall positivity (Wood, 2014). Play is meaningful to young children (Elkind, 2004), therefore, when children are engaged in playful learning, they are in turn making the learning more meaningful to them.

Though it may appear that preschool children can handle the direct instruction approach, studies show negative outcomes for children who were not in a developmentally appropriate classroom (Hirsh-Pasek, 2009). Jalongo et. al (2004) discuss the importance of creating a learning environment for young children that respect their need for playful learning rather than a

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method that focuses on academics. A focus on academics will deprive young children of the skills they need to be successful and can also diminish their motivation to learn (Hirsch-Pasek et al., 2009). Children will thrive when teachers not only understand the importance, but allow time for playful learning in their classrooms (Wood, 2014). Early education programs must be centered around the children involved in the programs and ensure that their needs come before any other reason when making decisions related to the program (Jalongo et. al, 2004). To ensure that children are fully engaged in their learning, it is essential for teachers to provide children with materials that foster their imagination and encourages playful learning (Elkind, 2003).

Today's young children are tomorrow's adults and it is essential that we figure out the best way to support them in their learning from the start. Determining which program better suits their needs will allow them to build a strong foundation in their learning which is vital for their success now and in the future.

Methods

This study was a qualitative research design. Observations of children engaged in playful learning were taken. The Opening the World of Learning (O.W.L.) curriculum intends for children to use materials in a specific way; to maximize their playful learning. The observations taken during this study allowed for the researcher to focus on the playful learning that is happening in the moment and whether the children are getting the most out of their time in the classroom.

Subjects

Convenience sampling was used in this study. The subjects of this study are 32 preschool children, aged 3-5, who attend a Head Start program in rural Northern New England. Of these 32

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children, 17 attend a full day program, that is in session five days a week. The full day program requires children to attend school at least 30 hours a week, but no more than 50 hours a week.

Within this group of children, there are 10 girls and 7 boys. The remaining 16 children attend the part day program at the same site. These children attend 4 afternoons a week for 3.5 hours, totaling 14 hours per week. Within the group of children attending the part day program, there are 10 girls and 6 boys. The Full Day classroom had 4 teachers participating in the study and the Part Day classroom had three teachers, one who provides one on one support for a child in the classroom. Prior to the start of the research, all adult participants and parents or guardians of the minor participants received and signed an informed consent form.

The two groups of children within this study receive instruction from the same curriculum. O.W.L. is used by all preschool classrooms at the site. The children in each group receive the same instruction and use similar materials. The physical classroom environment and expectations between the two classrooms are also similar. While being a part of the study, the children involved had no interruption in their typical school day. Observations were taken in the classroom while the children were participating in their daily routine.

Procedure

To obtain data for the study, the teachers and children were observed as the O.W.L. curriculum was implemented. The observations took place during Centers Time. The children had the option to use whichever materials they wanted and could use them for as long as they wanted to. While children were at the center of their choice, there was little to no pressure or coercion for them to use the materials in a specific way. Children could stop using the materials

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at any time and could opt to never use the materials where the observation was taking place. The use of logs, field notes, and/or journals were used to collect data.

The teachers demonstrated how the curriculum intends the materials to be used during meeting time prior to children choosing the centers they wish to play at during Centers Time. The children had little to no other direction on how to use the materials provided to them. The children were not expected to stay at one center for a certain amount of time.

Methodology

Data was collected in 20 minute increments. The children could use the materials in the manner of their choosing and spend as much time at each center as they choose, with little to no teacher inference. Three different areas within the classroom were observed: dramatic play, block area and the sensory table. The amount of time that children spent at each center was recorded at the time the observations started, or when a child entered the center being observed. When a child left the area, the total time they spent playing at that center was recorded. Through observation notes, the way in which the children play with the materials was recorded. Timestamps were used during observations to determine how long children were on task, and how long they were not using materials as the curriculum intends. Themes were determined after the completion of all data collection.

Triangulation involves the use of multiple sources and methods to collect data (Creswell & Guetterman, 2019). In this study, data was analyzed from multiple sources, different areas and centers. This study was conducted using observations in two different classrooms with two separate groups of children. The data collected was not focused on one specific area of the classroom, but instead observations occurred in multiple areas on different days. Member

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checking is a way to be sure that your data is accurate and involves others who are participating in the study to take part in keeping the data accurate (Creswell & Guetterman, 2019). The teachers who participated in this study were given instructions to allow children to explore the materials in the manner of their choosing, the only exception to this being addressing safety concerns.

External validity are problems that can arise and impact the conclusions reached within the study (Creswell & Guetterman, 2019). For young children, different times of day can bring different moods and alter the way that they engage in their play. The focus of this study is playful learning, which is why it was important to keep the observation times consistent each day for each group of children. The researcher in this study also did observations on the same days from week to week from the start of the study until the conclusion of the study.

Results

In order to determine whether young children attending a part day program with minimal hours of attendance per week will affect the playful learning within a classroom, this study focused on playful learning occurring in three different areas of the classroom: dramatic play, the sensory table and the block area. The results of this study will be presented by each individual area that was observed throughout the course of the study.

Dramatic Play

The dramatic play area was observed five separate times for each group of children. Both classrooms were using the O.W.L. curriculum, but there was a small difference in the timing and the activities between the two classes did not match up for every observation. However, both

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classrooms had dramatic play set up to explore the following: a post office, an ice cream shop, dressing up and looking at reflections, and playing with babies. On one day of observation the two classrooms were doing different activities. The Full Day classroom had a hair salon set up and the Part Day classroom was taking care of cats and dogs. As shown in Figure 1 and Figure 2,



Figure 1: The dramatic play area of the Full Day classroom observed in this study.



Figure 2: The dramatic play area of the Part Day classroom observed in this study.

children had an almost identical physical environment and the materials were similar as well.

Prior to entering the dramatic play area, children were given an explanation of the materials and how they were intended to be used. Once children entered the area, they could use the materials in the manner of their choosing with little to no teacher inference. On some days, the children in each group had play that was almost identical. For example, when taking care of babies, children in both groups were very interested in wrapping children in blankets and talking to them very gently. In the Full Day classroom, two children were bringing bottles to the sink and talking about how hungry their babies were. The children held the babies while the bottles were in the sink and said “It’s okay, baby. It’s okay.” In the Part Day classroom, children were also trying to soothe their babies and filling their bottles at the sink. One child said “I’m so sorry

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her is crying. Her is just so hungry! It's coming, I'm making you a bottle." When babies were available to children, both groups remained on task most of the time while in dramatic play.

Table 1: Average time spent (in minutes) playing in Dramatic Play and using materials as intended by curriculum (on task).

Classroom	At Center	On Task
Full Day	12.16 minutes	8.52 minutes
Part Day	13.96 minutes	10.28 minutes

On another day, each group had different clothes to dress up in and small and large mirrors placed around the area so that children could look at their reflections. The children in the Full Day classroom had a harder time to stay on task with these materials than the Part Day children. The Full Day children spent much of their time that day sitting in a small group and discussing who would be invited to birthday parties and deciding who was their best friends. The children in the Part Day classroom spent more time dressing up in the clothes and using the mirrors. For example, one child said he had a pilot's jacket. He put it on and then lined chairs up and asked another child if they wanted to get on the plane and fly with him. Another child was simply sitting in front of a mirror, making silly faces and then laughing at their reflection.

Though some days seemed to show drastic differences in how much time was spent in dramatic play, this study found, as shown in Table 1, that the children in the Part Day classroom spent more time playing in dramatic play (13.96 minutes) than the Full Day classroom (12.16 minutes), though the difference is small. The Part Day classroom also spent a little more time

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using the materials as the curriculum intends (10.28 minutes) than the Full Day classroom did (8.52 minutes).

Sensory Table

The sensory table was observed on three separate occasions for each group of children. Both classrooms were using the O.W.L. curriculum, but there was a small difference in the timing and the activities between the two classes did not match up for every observation. Two of the days observed the two groups of children were doing the same activities: digging for seashells and digging for treasure. On one day of observation the two classrooms were doing different activities. The Full Day classroom had bubbles and whisks in their sensory table and the Part Day classroom had water, lily pads, frog, lizards and other materials for children to create and play in a pond. As shown in Figure 3 and Figure 4, the children had an almost identical physical environment and the materials were similar as well.



Figure 3: The sensory of the Full Day classroom observed in this study.



Figure 4: The sensory table of the Part Day classroom observed in this study.

Teachers presented the children with materials prior to children playing at the sensory table and gave examples of how to use the materials as the curriculum intends. Once children joined the

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sensory table, they had the option to use the materials how they choose with minimal teacher interference. When children from both classrooms were digging through cornmeal to find small treasures (rings, marbles, stones, etc.) or seashells, they remained on task for much of the time that they were there. Children from both groups were finding items and collecting them in a small dish provided in the table. Children from both groups also enjoyed moving all the cornmeal to one side or corner of the table to make “mountains.”

The children in the Part Day classroom enjoyed playing with the animals found in a pond. The children enjoyed making the animals swim in the water and trying to set the frogs on the foam lily pads. A few children spent much of their time by lining animals up on the side of the table, then making them dive back into the water. When the Full Day classroom had bubbles, egg beaters and whisks to play with, the children observed were using them appropriately at the start of the observation. After about 4 minutes, they began to say that the whisk was a baby and the egg beater was the mom. For the remainder of the observation time, the children were not making bubbles and looking at reflections in them, as the curriculum intends.

Table 2: Average time spent (in minutes) playing in Sensory Table and using materials as intended by curriculum (on task).

Classroom	At Center	On Task
Full Day	13.25 minutes	7.25 minutes
Part Day	11.1 minutes	8.1 minutes

As shown in Table 2, the children in the Full Day classroom spent more time at the sensory table (13.25 minutes) when compared to the amount of time the Part Day children spent (11.1 minutes). However, the children in the Part Day classroom did spend more time on task (8.1 minutes) than the children in the Full Day classroom (7.25 minutes). Just as the results from

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dramatic play showed, the difference between the amount of time children from each classroom spent at the sensory table and on task is minimal.

Block Area

The block area was observed three separate times for each group of children. Both classrooms were using the O.W.L. curriculum, but there was a small difference in the timing and the activities between the two classes did not match up for every observation. However, both classrooms had basic building blocks, with added materials as O.W.L. instructs. Both classrooms were observed using only basic blocks, the Full Day classroom on two occasions, and both groups were observed with community helper figures added to the blocks. On one day of observation the children in the Part Day Classroom had woodland animals added to their basic block collections. Figure 5 and Figure 6 show that the children had an almost identical physical environment and the materials were similar as well.



Figure 5: The block area of the Full Day classroom observed in this study.



Figure 6: The block area of the Part Day classroom observed in this study.

Before children chose to enter the block area, a teacher had demonstrated the intended way that the materials were to be used. Once children entered the block area, there was little to no interference by teachers. Two of the days observed in the Full Day classroom and one day in

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the Part Day classroom involved the children using only basic wooden blocks. They could build any type of structure they chose. In both classrooms, children were considered to not be on task at different times during this activity. Both classrooms had a child or two that was not building and simply watching other children in the block area, or watching children playing in another area of the room. The children in both groups also had some difficulty staying on task at different times and would end up running in circles around the area and not building any structure.

Children from both groups also seemed to have a lot of focus on the blocks being on fire. In the Full Day classroom, children put all the blocks from the shelf into a pile in the middle of the area to build a fire. When the Part Day children had community helper figures in addition to basic blocks, they were building a school. Once their structure was built, the children put all the figures inside it and then stated that it was on fire and they had to get everyone out.

Table 3: Average time spent (in minutes) playing in Block Area and using materials as intended by curriculum (on task).

Classroom	At Center	On Task
Full Day	11.66 minutes	9.95 minutes
Part Day	12.76 minutes	11.88 minutes

Similar to the results from dramatic play, the children in the Part Day Classroom spent more time (12.76 minutes) in the block area than the children in the Full Day classroom (11.66 minutes). The Full Day children averaged less time on task (9.95 minutes) than the Part Day group did (11.88 minutes). Again, the results show that there is only a small difference between the two

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groups. These results do show that, in both groups, children spent a higher percentage of their time playing in the block area using the materials as intended by the curriculum.

The differences in the average amount of time children from both groups were spending in area was only a matter of two minutes or less. Similarly, the difference in the average amount of time each group spent using materials as the curriculum intends was two minutes or less.

Discussion

The findings from this study suggest that, when observing playful learning that is occurring in the moment, there is no significant difference between the two groups of children. These results are supported by Leow & Wen (2017), who found no significant differences in social and academic outcomes for children attending Full Day and Part Day Head Start programs. Though there is a small difference in the amount of time children from each group spent at each center, it was only two minutes or less. Similarly, the difference in the amount of time spent on task in each group was within two minutes. The outcome of this study is also similar to Saam & Nowak (2005), who could not find a significant difference in third grade test scores when comparing children who attended a Full Day program to a Part Day program.

One would expect that more time in a classroom would allow for children to be exposed to and learn more than children who are spending less time in a classroom (Loew & Wen, 2017). Interestingly, the children in the Part Day classroom spent more time playing in dramatic play and the block area than their peers in the Full Day classroom. The Part Day group also spent more time on task at all three centers, even though Full Day children spent more time at the sensory table. There are a few possibilities that could explain why this happened. The children in the Part Day classroom observed are only in session for 3.5 hours a day. This does not allow for

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much free choice time. When they children are entering the block area, dramatic play or the sensory table during Centers Time, it is the first time that they have had the opportunity to play there that day. The Full Day children, who spend up to 10 hours in one day in their classroom, might have the option to play in those areas early in the morning before the academic day starts, or in the afternoon after the academic part of the day has ended. This could contribute to Part Day children remaining at the center and on task longer. The Full Day children, having been there only hours before and more often, may not choose to stay there as long. Also, these children may want to continue the free play in that area from earlier in the day and not use materials as O.W.L. intends.

Though there were times that staying on task was a struggle, children from both groups spent a higher percentage of their time in the block area on task than the other two areas observed. The reason for this could be that this area was more open-ended than the others. During most of the observations, children had no directions to build something specific and had the choice to build whatever structure they chose. Elkind (2003) suggests that children will thrive when they have the opportunity build their imaginative skills and the results from this study support that theory.

This study has limitations. First, the only focus of this study was playful learning that was happening in the moment. No academic or social outcomes were considered or examined during this study. Second, there were three occasions involving teacher interference during block area play. Though the researcher used member checking to ensure that there was no coercion and classroom teachers would only interfere in the play to address safety concerns, on these three occasions a teacher in the Full Day classroom gave a prompt of “the block area is for building.”

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This resulted in the children getting back on task sooner than if there had not been any interference. The third limitation of this study was a slight difference in the activities both groups of children were doing. The O.W.L. curriculum intends for there to be a “free week” in between each unit, and the two classrooms had different activities on 3 of the 11 days of observations.

Conclusion

The results of this study suggest that the amount of time children spend in a classroom each week does not change the playful learning occurring within the classroom. Hirsh-Pasek et al. (2009) suggest that what is best for young children is developmentally appropriate practices. By developing a curriculum that supports playful learning, children can learn freely, without the need to find a specific answer, and teachers can ensure that the children will be exposed to certain content through intentional and meaningful planning (Hirsh-Pasek et al., 2009). The quality of a curriculum needs to be considered when comparing two programs (Gullo, 2000). The O.W.L. curriculum that is used in both programs has materials that are introduced to children slowly, through discussions and small group activities, allowing for children to use the knowledge they've gained when they explore the materials individually. If teachers of young children implement a curriculum with intentional activities and interesting materials, children can become fully engaged in their play and maximize their learning regardless of being in a Full Day or Part Day program.

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Appendix A

Consent Form (Parents or Guardians)

Dear Parents or Guardians,

My name is Ashley McDonald and I am a preschool teacher at Educare Central Maine. I am also a graduate student at the University of Maine at Farmington. I am asking permission for your child(ren) to participate in an observational research project that I will be conducting from January 2019 to May 2019. I will be researching the difference between a full day classroom and part day classroom, specifically whether the children are using materials as intended, and the length of time spent using the materials. The study involves activities that your child(ren) participates in during the normal course of a day at Educare. A brief description of the study is attached.

Because this study involves your child(ren), I am asking your permission to observe your child(ren) during Centers Time, specifically to see how they are using the materials and how long they use them for. The use of logs, field notes, and/or journals will be used to collect data.

The use of pseudonyms will ensure that the identity of your child(ren) will be protected. I will not share any identifiable details about your child. The results will be shared with you, staff at Educare and other professionals in Early Childhood Education through conferences, meetings and journals. You will have access to the results of this study, should you request it.

Please see the Informed Consent document that accompanies this letter.

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If you have any questions or concerns about this study, please feel free to contact me. You may also contact the Chair of the Institutional Review Board, Karol Maybury, at karol.maybury@maine.edu. Thank you in advance for your support.

Sincerely,

Ashley McDonald
ashley.m.mcdonald@maine.edu

Name of Study: Full Day Play vs. Part Day Play
Investigator: Ashley McDonald, ashley.m.mcdonald@maine.edu

Explanation and Purpose of the Research:

You are being asked to give permission for your child to participate in a research study, the purpose of which is to explore possible differences in the way that children play and the relationships they build with peers between the classes in the part day and full day programs. Specifically, whether or not children are using the materials as they are intended, as well as how long the children use the materials. Research will be conducted during the regular course of the day at Educare Central Maine.

Research Procedures:

The investigator will conduct observations of children during Centers Time and will involve several different areas within the classroom, including dramatic play, block area, and the sensory table. These observations will involve field notes and logs.

Potential Risks to Participants:

There is minimal risk to participants. Children will be choosing the centers they wish to go to and there will be no pressure or coercion for children to use the materials in a specific way. Children may stop using the materials at any time and may opt to never use the materials where the observation is taking place.

The research follows standard educational practice. Educare Central Maine implements the Opening the World of Learning (OWL) curriculum. Your child's teacher will present the materials for each center to the children as OWL intends them to be used. The

FULL DAY VS. PART DAY PLAY

children will have the option to use whichever materials they wish for as long as they wish to.

Confidentiality:

Your child's identity will be protected using pseudonyms and the removal of any identifiable details.

- I do not give permission for my child to participate in the study.
- I give permission for my child _____ to participate in the study.
- I understand that the results of this study may be shared with colleagues, in professional publications and conferences.
- I understand that I can withdraw my child from this study at any time.

Parent signature

Date

Appendix B

Consent Form (Staff Members)

Dear Staff Member,

I am asking permission for your participation in an observational study at Educare Central Maine from January 2019 to May 2019. The study will be comparing possible differences between a full day classroom and part day classroom, specifically whether the children are using materials as intended, and the length of time spent using the materials. I will be responsible for collecting and analyzing the study information. A brief description of the study is attached.

Because this study involves your work with children during the regular course of the day at Educare, I am asking your permission to observe the children in your classroom during Centers Time. The use of logs, field notes, and/or journals will be used to collect data.

The use of pseudonyms will ensure that your identity will be protected. I will not share any identifiable details about you. The results will be shared with you, parents and staff at Educare and other professionals in Early Childhood Education through conferences, meetings and journals. You will have access to the results of this study, should you request it.

FULL DAY VS. PART DAY PLAY

Please see the Informed Consent document that accompanies this letter.

If you have any questions or concerns about this study, please feel free to contact me. You may also contact the Chair of the Institutional Review Board, Karol Maybury, at karol.maybury@maine.edu. Thank you in advance for your support.

Sincerely,

Ashley McDonald
ashley.m.mcdonald@maine.edu

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FULL DAY VS. PART DAY PLAY

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- I give my permission to participate in the study.
- I understand that the results of this study may be shared with colleagues, in professional publications and conferences.
- I understand that I can withdraw from this study at any time.

Staff signature

Date